

Schedule #1—General Information

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The East Austin College Prep Academy (EAPrep), a designated local education agency (LEA), in partnership with parent organization, Southwest Key Program (SKP), has developed **Project INFUSE** – a transformational approach that will recharge, reinvigorate and drastically **infuse** life-long learning in traditionally underserved students through heightened expectations and unwavering support for dramatically improved student outcomes. Through **Project INFUSE** EAPrep proposes a transformation model using TTIPS grant funds to address areas of concern identified via the systemic comprehensive needs assessment. As per this TEA designed program model of school intervention, EAPrep will focus efforts upon developing and increasing teacher and school educational leadership effectiveness in order to positively impact poor performance on State and Federal accountability tests by all students, particularly those represented in historically underperforming populations and student groups served under No Child left Behind (NCLB) through Title I. EAPrep, as of January 2014, was identified by TEA on a priority school list under recent ESEA Waiver of NCLB. The overall challenge is performance on state assessments. Therefore, focus is upon intensive support and data driven accelerated instruction that serves to increase student engagement, and increased levels of rigor for every child in every classroom. Total academic transformation will also be initiated through a more rigorous, transparent, and equitable evaluation system for teachers and principal. Stability in campus leadership and data driven effective instruction will be a top priority. In implementing this transformation model, EAPrep plans to create a performance incentive, value-added system based on financial rewards for teachers, staff, and administrators with increased student achievement and positively impact student outcomes. Within this performance system, EAPrep also intends to replace staff members who, after ample opportunities have been provided for them to improve professional practice, failed to do so. Highly effective teachers and coaches will be recruited and paid competitive wages. A new principal has been on the campus less than two years, hired in October 2013. Another critical part of the transformation approach will be **ongoing professional development intended to increase teacher effectiveness, development of professional learning communities**, as well as increased **instructional and data driven teaming resources** for both teachers and students. EAPrep plans to align on-going, high-quality, job embedded professional development to local program goals and objectives that directly relate to the purpose of the TTIPS grant. With technical assistance from TCDSS and Regional Education Service Center 13 and other effective external service providers, professional development will concentrate on tailoring instruction to the diverse needs of student population, namely students with disabilities and English Language Learners (ELLs). EAPrep will design comprehensive instructional reform strategies that focus on data driven decision-making to guide instruction and program planning, research-based instruction that is both vertically and horizontally aligned within the campus and particularly with TEKS State academic standards. EAPrep will also increase the portion of professional development devoted to improving the supportive systems for students such as pre-referral intensive interventions and Response to Intervention (RtI). Integration of technology into curriculum to increase student motivation and engagement will also be addressed through research-based projects, higher-order thinking instruction, and increased software supplemental programs for students to accelerated instruction through lab tutorials. EAPrep has thoughtfully considered external provider services to offer specialized training and support, strategies for teachers. Judy Knight Consulting will provide consulting and coaching in the areas of: comprehension strategies and investigation reading/literacy. Additionally, Forde-Ferrier instructional model will be provided as a teaching method designed to present subject matter (such as mathematics, science, and reading) in an organized, logical and systematic manner that promotes student success. Lastly, A & J Enterprise, LLP will focus support training for educational leaders on school improvement strategies and planning. **Project INFUSE** objectives will: (1) Improve Student Achievement via **on-boarding and developing existing instructional content coaches** to mentor, coach, and provide ongoing guidance to teachers, as well as design and deliver effective pedagogical professional development, via PLC/CPT structured time. (2) Improve Teacher and Leader Effectiveness through the opportunity to enhance and formalize a **comprehensive coaching and mentoring component** to ensure all educators are linked to an experienced and successful educator to guide and support them throughout their career. Additionally, an educator effectiveness system will be acquired and formally used for value-added assessments. (3) Provide ongoing **data-driven, proven job-embedded professional development** aimed at pedagogy and increasing data-driven decisions and adopting a data-rich culture as means to measure progress and offer differentiated support and recognition/ compensation. (4) Provide teachers with ongoing professional development training to **increase pedagogical instructional strategies and support** the use of data driven instruction via Professional Learning Communities (PLCs) during Common Planning Time (CPT). (5) An **educator effectiveness system** will be incorporated to measure educator progress related to student academic performance. (6) Improve Student Achievement via **increasing effectiveness and structure of literacy/writing across the curriculum** by

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

embedding effective literacy strategies in all core subject areas. **Project INFUSE** will create a collaborative campus culture that supports professional learning and the development of highly-effective teachers and leadership and which encourages administrators, teachers, and school personnel to seek and attain professional growth within their field while promoting career advancement and rewarding recognition through additional compensation. EAPrep will hire a District Coordinator of School Improvement (DCSI) to oversee operations as well as full-time Instructional Content Coaches and ELL/Special Education Teachers for instructional support. Utilizing current research and best practices in education, as well as to address identified prioritized needs and accomplish set goals and objectives, **Project INFUSE** will employ the following interventions, strategies and activities in direct alignment with the Critical Success Factors (CSFs) and Turnaround Principles: 1) Educator on-boarding and support will include: summer training for all first year and new teachers; opportunities for new teachers to observe or co-teach with skilled teachers; follow-up discussions of classroom observation results; and ongoing professional development and formative review of teacher performance. EAPrep will implement a formalized system to review and modify current recruitment and hiring practices to ensure effective strategies (early hiring practices, hiring bonuses, incentives, etc.) are incorporated to attract the most qualified and effective teachers/educators. 2) Quality Professional Development: activities are in direct alignment with the transformation model, and will systematically transform educator quality, efficiency, and effectiveness through improved and innovative practices. Through **Project INFUSE**, teachers and administrators will have access to a multitude of ongoing, high quality learning opportunities and experiences that promote high levels of student success. All professional development activities will be data-driven, utilizing current district and campus reports, classroom observation findings, student achievement and assessment data, formal evaluation results, and teacher/student feedback to guide the direction of training efforts. 3) Instructional Content Coaches and Special Populations Intensive Intervention: **Project INFUSE** will implement capacity building systems that that will provide all first year, new, and other teachers with the knowledge and skills necessary to be successful and effective in their classrooms and throughout teaching careers. Instructional Coaches will be hired to ensure all educators are linked to an experienced educator. They will guide and provide ongoing guidance to new, first year, and other teachers. 4) Special Populations staff will work with instructional staff on campus to target areas of need identified through student achievement data and teacher evaluation scores. Campus principals and coaches will be required to ensure that weekly professional development is provided that incorporates new instructional strategies gleaned from these data. Utilizing a transformational approach, EAPrep will employ two Instructional Content Leaders at the campus level. Instructional Content Coaches will oversee professional development using teacher and student data and participate as a member of the Teacher and PLCs. 5) Professional Learning Communities (PLCs): Richard DuFour (2004) characterizes collaborative professional learning communities as groups of educators who "work together to analyze and improve their classroom practice...engaging in an ongoing cycle of questions that promote deep team learning." PLCs will occur during structured and protected time called Common Planning Time (CPT). **Project INFUSE** will use PLCs for ongoing proven job-embedded professional development aimed at pedagogy and increasing data-driven decisions. EAPrep will provide teachers with training on topics such as effective classroom instruction, pedagogy, management, and communication strategies. To ensure the content of professional development opportunities are aligned with the vision for transformation, district, and campus initiatives, campus principals and other administrators participate in and monitor PLCs. 6) Common Planning Time (CPT): is protected time before, during and after school and will be set aside in a systemic and meaningful manner to further foster a culture of professional learning. Campus Principal, Instructional Content Coaches and teacher leaders meet during the school day with teachers. Schedules will be restructured to establish time for this job embedded development. 7) Evaluation: The external evaluator and project staff will collect qualitative and quantitative data to monitor progress and assess impact of services on students and teachers. In addition to measuring progress toward required performance measures, EAPrep and the external evaluator will assess performance measures and benchmarks through various sources such as: baseline data (PEIMS & TAPR), STAAR-EOC test scores, program participation data, observation rubrics, project document reviews, participant surveys, and partner surveys and interview data. Program progress and evaluation reports will be submitted to EAPrep administrators, project staff, Board of Trustees, TEA, and Total Transformation Team (T³), on a quarterly and annual basis. 8) Sustainability EAPrep is committed to ensuring the ongoing success of our students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, the District will make concerted efforts to sustain this highly critical project over time. EAPrep fully supports **Project INFUSE** implementation and sustainability with the intention of sharing information, lessons learned, and replicable proven-effective techniques. EAPrep has budgeted about \$711,427 per year over the three year period.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,273,606	\$0	\$1,273,606	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$610,000	\$0	\$610,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$179,898	\$0	\$179,898	\$
Schedule #10	Other Operating Costs (6400)	6400	\$26,472	\$0	\$26,472	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$
Total direct costs:			\$2,089,976	\$0	\$2,089,976	\$
2.161% indirect costs (see note):			N/A	\$44,307	\$44,307	\$
Grand total of budgeted costs (add all entries in each column):			\$2,089,976	\$44,307	*\$2,134,283	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$2,134,283
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$106,714
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$733,526	\$738,022	\$662,735	*\$2,134,283

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 26-1609474		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor		10	\$216,000	\$
Program Management and Administration 216,000					
4	Project director			\$	\$
5	Project coordinator	1		\$229,530	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Family/Community Engagement Specialist	1		\$122,416	\$
Other Employee Positions					
21	Instructional Content Specialist/Math & Science	1		\$168,322	\$
22	Instructional Content Specialist/Reading & ELA	1		\$168,322	\$
23	Intensive Intervention Specialist	1		\$122,416	\$
24	Subtotal employee costs:			1,027,006	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay @\$110/day x 4 days x 15 teachers x 3 years		\$19,800	\$
26	6119	Professional staff extra-duty pay @ \$110/day x 4 days x 15 teachers x 3 years = \$19,800 - Performance Pay for Teachers @\$3,000 x 15 teachers x 3 years = \$135,000 - Stipends @ \$4,000 a year x 3 years = \$12,000		\$166,800	\$
27	6121	Support staff extra-duty pay - Performance Pay for non-classroom teachers and staff @\$2,000 x 10 x 3 years		\$60,000	\$
28	6140	Employee benefits		\$0	\$
29	61XX	Tuition remission (IHEs only)		\$0	\$
30	Subtotal substitute, extra-duty, benefits costs			\$246,600	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,273,606	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: A & J Enterprise		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: School Improvement training			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: # of positions: 2	\$133,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$
	Contractor's supplies and materials	\$1,500	\$
	Contractor's other operating costs	\$500	\$
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$
Total budget:		135,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Forde-Ferrier, Educational Consultants		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: STAAR Mastery Method training			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$157,500	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$
	Contractor's supplies and materials		\$1,500	\$
	Contractor's other operating costs		\$1,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$
Total budget:		\$160,000	\$	
3	Specify topic/purpose/service: SOS for Teachers/Judy Knight		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Educational Consulting/Professional Development			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$115,800	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$
	Contractor's supplies and materials		\$3,000	\$
	Contractor's other operating costs		\$1,200	\$
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$
Total budget:		\$120,000	\$	
4	Specify topic/purpose/service: External Evaluator		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Implement rigorous evaluation service for continuous improvement			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 4	\$117,800	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$
	Contractor's supplies and materials		\$1,200	\$
	Contractor's other operating costs		\$1,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$
Total budget:		\$120,000	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$535,000	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$75,000	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$610,000	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	iPads Google Chrome/Laptops	New technology is being added yearly for student use to stay abreast of innovative approaches to getting students to perform	151	\$700	\$105,498	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	\$
6399	Supplies and materials associated with advisory council or committee					\$0	\$
Subtotal supplies and materials requiring specific approval:						\$105,498	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$74,400	\$
3-Year Grand total:						\$179,898	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 26-1609474		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$21,540	\$
	Specify purpose: School Turnaround/School Improvement National Conferences 4 staff x \$7,180 annually		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$21,540	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$4,932	\$
3-Year Grand total:		\$26,472	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 305

Category	Number	Percentage	Category	Percentage
African American	51	17%	Attendance rate	97%
Hispanic	246	81%	Annual dropout rate (Gr 9-12)	0%
White	5	2%	Annual graduation rate (Gr 9-12)	N/A
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	N/A
Economically disadvantaged	286	94%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	N/A
Limited English proficient (LEP)	131	43%	Students taking the ACT and/or SAT	N/A
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	N/A
			Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	18%	No degree	0	0%
Hispanic	5	29%	Bachelor's degree	9	53%
White	9	47%	Master's degree	8	47%
Asian	1	6%	Doctorate	0	0%
1-5 years exp.	6	35%	Avg. salary, 1-5 years exp.	\$44,783	N/A
6-10 years exp.	7	41%	Avg. salary, 6-10 years exp.	\$46,690	N/A
11-20 years exp.	3	18%	Avg. salary, 11-20 years exp.	\$49,815	N/A
Over 20 years exp.	1	6%	Avg. salary, over 20 years exp.	\$52,400	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school				45	45	45	45	125							305
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				45	45	45	45	125							305

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school				2	2	2	2	5							13
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				2	2	2	2	5							13

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Schedule #13—Needs Assessment

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The East Austin College Prep Academy (EAPrep), is a certified Charter School designated as a local education agency by TEA. EAPrep was established by its parent organization, Southwest Key Programs (SKP), as a result of a massive outreach effort and community needs assessment conducted in 2006. In 2008, EAPrep established the first elementary and middle school in over 20 years for target residents. Currently in its 6th year of operation, EAPrep has two schools serving a total of **810** East Austin students in 2nd – 10th grade. Of these students, **84%** are Hispanic, **14%** are African American, and **93%** are low-income. Over the next two years EAPrep will grow to add grades K – 1 and 11 – 12 and an estimated 1,200 students – many of which will come from underachieving East Austin schools. In moving forward, and in direct response to local and community needs, EAPrep followed a systemic process outlined in the Texas Center for District and School Support (TCDSS) guidance documents along with the USDOE resources on creating continuously improving school wide programs to identify the needs of EAPrep to be served by the TTIPS grant.

Needs Assessment Process: As part of the planning stages to respond to the Texas Education Agency (TEA) TTIPS grant, EAPrep conducted a thorough systemic needs assessment to identify campus and district strengths, areas of concern, and prioritize campus and district needs. Through this comprehensive assessment, EAPrep and district leadership reviewed multiple data sources including district and campus improvement plans, STAAR assessment scores, TEA demographic data, state accountability ratings, teacher/ administrator data, proven research, and district policies. Several focus and planning groups were also held with the Superintendent, Principals, Assistant Principals, teachers, and non-classroom staff. However, at EAPrep we realize that a systemic planning process cannot be executed in isolation. To establish a total team approach, EAPrep administrators initiated a process to determine the most appropriate representation of EAPrep stakeholders as members of a formal school wide planning team – the Total Transformation Team (T³). The primary responsibility of this team will be to monitor and oversee the comprehensive needs assessment (CNA) process. The members of the team consisted of: Campus Leadership Team, DCSI/Assistant Superintendent of Student Support, Counselor, Data Specialist, Parent, Literacy Coach, Assistant Principal, Principal, Community Member, Librarian and four Teacher Leaders. Once the planning team was established, members' roles and responsibilities were identified in an effort to organize the team's work and prepare the school for change. EAPrep used multiple measures of data and initiated and focused discussions on critical questions during meetings to determine the best TTIPS model suitable for the campus. Through deeper analysis of what the underlying root cause may be that is preventing the school from achieving the ideal state, multiple concerns surfaced. Along with the concerns, the team devoted time to seeking clear, reasonable strategies that over time could close the gap between the current state of chronic low performance toward achieving the ideal state of improved outcomes, continuous improvement and sustained effective instruction. **Identified Needs:** Through a comprehensive needs assessment process, EAPrep identified several areas of accomplishments and growth while, at the same time, exposing areas of challenge and concern. Data from TEA's Texas Academic Performance Report (TAPR) 2012-13 District Profile revealed several challenges that confirm EAPrep is a high needs campus including **high staff turnover, low student achievement, and lack of rigorous instruction** for all students, namely students with disabilities and ELL students. A review of STAAR state assessment scores revealed that EAPrep students perform well below the state average in all subjects tested. According to the 2012-13 TAPR, a review of EAPrep students' STAAR scores in core subject demonstrated significant under-achievement compared to students statewide. Of the **323** EAPrep students who took the STAAR tests in 2012-13, **less than half of EAPrep students met or exceeded state performance expectations**. For example, only 49% and 42 % of EAPrep students in grades 4, 5, and 6 met state Reading and Math standards, respectively, compared to 73% and 72% of students statewide, respectively (STAAR data 2012-2013). *Pronounced gaps exist in the following student groups (aggregate grades 2-6): At-Risk 24.0%, LEP 39.2%, and Special Education 10.5% (TEA 2012-13 TAPR, 2012 AYP Report).* STAAR scores for EAPrep students demonstrated major achievement gaps when compared to the state.

Utilizing multiple measures of data was an integral part of the CNA process. Surveys were disseminated to staff, students, and parents in order to align thoughts and perceptions of all stakeholders to the school's purpose, high expectations for students, and the responsibilities of educators. The following quantitative and disaggregated data were also significant factors in the CNA process to determine root cause factors: student achievement results on both state and federal academic performance measures according to all subgroups per previous years Adequate Yearly Progress

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(AYP) reports; current state systems safeguards; student enrollment counts, mobility, dropout rates, and graduation rates; state accountability (Previous AEIS and current TAPR, Performance Index Data namely in Index 2 and 3); and Performance-Based Monitoring Assessment System (PBMAS) reports and demographic statistics. Performance data for students who participate in the intensive intervention, before, during, and after school, summer extended and intensive intervention, and enrichment and recovery support was reviewed. All students' (particularly struggling students) attendance, credits, and testing participation were examined through a comparative analysis of both STAAR benchmarks, and individual credit accrual and attendance. In other areas, the planning team used qualitative data such as employee, parent and student surveys that revealed attitudes and perceptions. To gather this information, the team reviewed and analyzed the campus snapshot data on participatory decision-making, curriculum, and students' at-risk factors, focus discussions, and classroom observations. The team also reviewed and analyzed the Campus Improvement Plan (CAP) developed collaboratively with the federal and state Professional Service Providers (PSPs) assigned by TEA, the principal, and staff. **Root Cause Analysis:** The T3 team decided to move deeper into a root cause analysis to: (1) determine the underlying foundational causal factors of the underperformance; and (2) better understand the perceptions and input from the school's students, staff, and community demographics, programs, and mission. To complete the root cause analysis, the T3 team first decided which focus areas were most essential to reform the school and how each of them reflected on the school's current status. The focus areas that the planning team concentrated on were: (1) student achievement on State and Federal assessments; (2) measurable goals for achievement; (3) perceptions of parents, teachers, and students; (4) student mobility, discipline, dropout and attendance rates; (5) the school's effort around data driven instruction; (6) alignment of current curriculum to state standards (TEKS) ; (7) effectiveness of instruction, instructional resources, interim and short cycle assessment instruments; (8) the quality and relevance of professional development provided to educators; and (9) outreach to parent and community stakeholders. The team accessed existing available data and gathered and organized data into focus areas so that root cause could be further investigated. Utilizing this data, the team concentrated on the gap between the EAPrep established vision for itself and its current operating state. The evidence enabled the team to draw important conclusions on the current school program and helped members look deeply at the identified needs that had emerged in all of the focus areas. Members then composed a comprehensive needs summary report and shared the information with EAPrep stakeholders. With the support of the PSP, the campus team participated in workshops on campus planning for systemic change. Workshops included a thorough review and analysis of students' academic performance as well as social needs. A comprehensive improvement needs assessment was delineated through focused discussion while reviewing and reflecting on the data. **Prioritization of Needs:** Upon completing the comprehensive needs assessment, the T3 Team reviewed and assessed areas of strength and challenge as they related to district and campus policies, resources, infrastructure, instruction, capacity building, and support mechanisms. The team also sought feedback from key stakeholders including teachers, administrators, educators, faculty, students, and parents to identify priority needs. After reviewing and assessing all feedback, the T3 Team prioritized needs based upon students' most pressing and urgent academic demands. Needs determined to be of critical importance to student achievement received the highest priority while needs having less direct impact on student performance received lower priority. Prioritization also took into account the time needed to address and/or eliminate challenges as well as the District's mission, policies, resources, campus/district improvement plans, and teacher/educator support. The prioritization of specifics needs served to drive identification of goals, objectives, and strategies to address data driven outcomes, curriculum, instruction, and assessment issues through selected research based strategies. EAPrep developed a specific plan of action that would meet state and federal requirements. Based on the needs assessment, this plan focused on a central and unified purpose to address the following priorities: (1) Assess the condition of low performance; (2) Use data to improve student performance and to guide instruction; (3) Develop an ongoing professional development plan with increased instructional support; (4) Focus on a means to support and increase teacher and leaders' effectiveness; and (5) Support a culture of literacy/writing across the curriculum. A high degree of staff commitment is evident as a result of the needs assessment process. attendance, credits, and testing participation were examined through a comparative analysis of both STAAR benchmarks, and individual credit accrual and attendance.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	EAPrep students, particularly ELL and Special Education populations, are not demonstrating high levels of academic success. Student learning and achievement is not sufficient to score level 2 or above proficiency on state assessments (STAAR). Students, therefore, do not have ample access to rigorous courses.	EAPrep will Improve Student Achievement via on-boarding and developing existing instructional content coaches to mentor, coach, and provide ongoing guidance to new, first year and tenured teachers, as well as design and deliver effective pedagogical professional development, before, during, after school and on Saturdays as well as via PLC/CPT structured time.
2.	A nonexistent formal coaching, mentoring, and educator evaluation component and system hinder the participating schools' abilities to retain and adequately prepare teachers, educators, and principals through ongoing technical guidance and support. The lack of these systems also impedes the schools' capacities to appropriately compile student and teacher data to accurately appraise and reward educators for outstanding accomplishments or to identify areas needing attention.	EAPrep will Improve Teacher and Leader Effectiveness through the opportunity to enhance and formalize a comprehensive coaching and mentoring component to ensure all educators are linked to an experienced and successful educator who will guide and support them throughout their career with the district. Additionally, an educator effectiveness system will be acquired and formally used for value-added assessments.
3.	Quality professional development, educator effectiveness systems, data management instruments and information systems have been overlooked, disregarded, and neglected. Due to budget constraints and limited resources, the primary focus and fiscal investment has been on student academics and state assessments.	An integral part of this project will be ongoing data-driven, proven job-embedded professional development aimed at pedagogy and increasing data-driven decisions and adopting a data-rich culture as means to measure progress and offer differentiated support and recognition/compensation. A data management system will be incorporated to compile and analyze data to accurately measure progress and determine the level of recognition, support and development for each educator.
4.	Lack of district and campus-wide transparent policies and practices to attract, recruit and hire highly-qualified and highly-effective teachers, principals and non-classroom staff (Master Teachers, Content Coaches, Instructional Advisors, etc.) are major barriers at EAPrep. Additionally, the absence of a formal coordinated induction process for new teachers hinders the overall preparation and retention of teachers.	EAPrep will Improve Teacher and Leader Effectiveness by providing teachers with ongoing professional development training to increase pedagogical instructional strategies and support the use of data driven instruction via Professional Learning Communities (PLCs) occurring during structured Common Planning Time (CPT). An educator effectiveness system will be incorporated to measure educator progress related to student academic performance. Students will be supported in attaining proficiencies in core subjects through proven practices, STAAR-EOC preparation, rigorous course involvement, college preparation (SAT/ACT), etc.
5.	Due to budget constraints and limited resources, a structured writing, reading and literacy curriculum does not exist uniformly across grades 2-6. A timely means to assess and monitor the progress of every learner, namely ELL and students with disabilities in not a common practice at EAPrep.	EAPrep will Improve Student Achievement via increasing effectiveness and structure of literacy/writing across the curriculum, along with monthly implementation monitoring, which will guide effective instruction to support improved literacy, analytical, and problem solving skills of students in core subject areas.

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Schedule #14—Management Plan

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Qualifications: District Coordinator of School Improvement will be required to possess the relevant academic training and credentials that include a Master's Degree in Education, doctorate preferred, a Bachelors degree, Texas Teaching Certificate and Certifications in Mid-Management Administration and Supervision with five years of experience in education and supervision in a school setting including five years of program and fiscal management of federal and state programs and five years of teaching experience in public school education.
2.	Instructional Content Coaches Math/Science	Qualifications: Must possess a Master's Degree in Teacher Education or a Master of Education in the four core content areas, Texas Teaching Certificate with a minimum of 5 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work and two years of mentoring and coaching in a school setting, preferably in a school categorized as persistently low-performing (Tier I or II – School Improvement Grants).
3.	Instructional Content Coaches Reading/ELA	Qualifications: Must possess a Master's Degree in Teacher Education or a Master of Education in the four core content areas, Texas Teaching Certificate with a minimum of 5 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work and two years of mentoring and coaching in a school setting, preferably in a school categorized as persistently low-performing (Tier I or II – School Improvement Grants).
4.	Intensive Intervention Specialist	Qualifications: Bachelor's degree in relevant academic discipline required, Master's degree preferred, a valid Texas Teaching Certificate required with minimum 2 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work and two years of coordinating extended learning opportunities for at-risk students in a school setting, preferably in a school categorized as persistently low-performing (Tier I or II – School Improvement Grants).
5.	Family/Community Engagement Specialist	Qualifications: Bachelor's degree in relevant academic discipline required, Master's degree preferred, a valid Texas Teaching Certificate required with minimum 2 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work and two years of coordinating family and community engagement activities for underserved communities in a school setting, preferably in a school categorized as persistently low-performing (Tier I or II – School Improvement Grants).
6.	Partner Consultants	Qualifications: Each partner selected requires superior qualifications, expertise, 10 plus years of proven experience, and relevant resources and commitment to engaging and improving teacher, educator and administrator quality and effectiveness while overall improving student learning and academic performance in a school setting, preferably in a school categorized as persisting low-performing (Tier I or II – School Improvement Grants).
7.	External Evaluator	Qualifications: Must possess 10 plus years of successful experience in evaluating federal and state programs, broad knowledge of scientifically-based evaluation methodologies, implementation, reporting requirements and knowledge of developing, implementing and maintaining highly-effective secured digital web-based database systems to compute value-added calculations and possess highly educated (Doctorate, Masters, etc.), experienced and trained professionals.
8.		
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep is committed to recruiting, selecting, and providing oversight to qualified effective and committed external providers. As a result, EAPrep has utilized knowledge, experience, and lessons learned, to create an effective process to recruit high quality external providers. The following external services are in accordance with EAPrep procurement policies and procedures under 34.CFR Parts 74.40-74, 48-80.36. Furthermore, the process described below is two-fold to includes: (1) recruiting and selecting and, (2) establishing the LEA's capacity to provide oversight. Both processes will be aligned to local district procedures, policies and governance structure.

Recruiting and Selecting:

- 1) Gather and analyze data to determine specific targeted needs.
- 2) Determine if an External Provider or additional resource is needed.
- 3) Create a rubric to recruit, screen, and select External Provider(s) to include how they will address the targeted needs.
- 4) Create criteria and an evaluation tool to assess effectiveness.
- 5) Align the External Provider Scope of Work to the TTIPS grant and needs informed by the data analysis.

Existing Capacity, LEA will:

- 1) Clearly define governance structure that involves partners and all stakeholders' roles;
 - 2) Detail operational plan specifying responsibilities of all project personnel and external providers; and
 - 3) Work closely with the external provider to create a scope of work prior to the delivery of services.
 - 4) Ensure that the complete scope of work includes: expected outcomes; benchmarks along the way to assess effectiveness and ensure accountability; timeframe with person(s) assigned to specific action/implementation steps; and an "Exit Strategy – Gradual Release" to ensure sustainability and build capacity.
 - 5) Report continuous, ongoing and formative assessment of all program services, activities and outcomes.
 - 6) Evaluate in a summative manner all program services, activities and outcomes.
 - 7) Plan for sustainability and continued fidelity of implementation through internal capacity built through external partnerships and ensure that the results/efforts will be sustained after the External Provider is gone.
- From the onset, EAPrep has drawn upon expertise of external partners to support internal capacity building of campus leaders and teachers. Partners play a vital role in helping establish a campus culture and climate of continual learning, setting high expectations and ongoing continuous improvement. Therefore, the services provided must be guided by the comprehensive needs as well as aligned to the goals, vision and mission of the campus and district. Accordingly, as a result of a comprehensive needs assessment conducted by EAPrep, a priority goal was established to build capacity in local schools. External providers are to be identified, recruited and selected to namely provide support training and professional development to increase the effectiveness of teachers and leaders toward rigorous education for all learners in core subjects. Therefore, the collective decision was made to recruit and selecting external providers that would offer and support quality service in this area. To provide expertise and oversight, an EAPrep Leadership Committee composed of key stakeholders including the Principal Investigator/Superintendent, principals, educators, evaluator, and partners was established to assist with the conceptualization and design of the selection and role delineation of external providers to support **Project INFUSE** Transformation model. The Leadership Committee will meet monthly during the first six months of the grant, quarterly thereafter, and will play a critical role in ensuring the quality of external service providers. The Leadership Committee will also review external providers' progress toward achieving the proposed objectives, make recommendations for any needed changes, seek community support for the project, and assist with dissemination of results. All external provider activities will be closely integrated with **Project INFUSE's** existing programs, services, and resources to assure development of a sound, sustainable program that is readily attainable. EAPrep is supported by external providers in directly improving student achievement by providing quality training, services, products and support to teachers and principals in high need schools defined by low student achievement and high concentrations of minority and economically disadvantaged students. Specifically, based on the needs assessment, external providers are necessary to onboard and train high quality teachers in hard-to-staff subject areas such as mathematics and reading. Through external provider collaborations, EAPrep has learned several lessons and effective strategies from existing partnerships. All local decision-making on recruiting and selecting external providers will be in direct alignment with EAPrep current professional development policies, processes and procedures. In addition to ensuring that resources are appropriated and secured for recruiting and selecting external providers, the comprehensive budget analysis also assesses overall return on investment.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Coordinator of School Improvement, two Instructional Content Coaches (Math/Science & Reading/ELA), the Intensive Intervention Specialist, Family/Community Engagement Specialist, and External Evaluator will communicate with the **Total Transformation Team (T³)** -(District Coordinator of School Improvement (DCSI), Principal, Assistant Principal, lead content teachers (four), counselor, literacy coach, librarian, data specialist, community representative, parents, partners, etc.) at least weekly during the first six months of the project to monitor all project activities. Thereafter, staff will continue to communicate weekly and with the T³ to provide updates, present data on performance measures, seek input on project direction, review progress toward goals and objectives, and make adjustments, as necessary. Project status will be shared with teachers, students, parents, and community members quarterly through school town hall meetings, monthly public school board meetings, Parent Teacher Association meetings, school newsletters, EAPrep web-page, emails, and/or during faculty meetings. **Project INFUSE** activities will be incorporated into the EAPrep year-round planning calendar and will include the following: project personnel will coordinate Campus activities with administrators and teachers; scheduled monthly meetings with T³; and business office will follow established procedures for ongoing feedback and continuous improvement. During these meetings, the District Coordinator of School Improvement, T³, staff, and Campus Leadership Team (CLT) – (principal, assistant principal, content teachers, counselors, literacy coach, elective teachers, and parents) will discuss program status, evaluation results, lessons learned, challenges and accomplishments in order to make program improvements. The following data will be collected and reviewed on an ongoing basis to monitor accomplishment of performance measures (as identified by TEA), assess student academic progress, and gauge longitudinal teacher, principal, and educator progress: campus level data in core content areas for each student (STAAR-EOC, 6 week grades, etc.); student deficiency data; attendance and behavior data; student perception data (including classroom observations – 4 times annually); and teacher self-reported data. School input will also be solicited by the teachers and reviewed by the District Coordinator of School Improvement (DCSI), evaluator, CLT, and T³ in order to incorporate any necessary program improvements. Weekly staff meetings will be facilitated by the DCSI with staff to assess progress and challenges. The DCSI will provide monthly progress reports to the Superintendent and Principal on: 1) progress toward objectives; 2) effectiveness in meeting the outcomes; 3) results of participants; and 4) continuous improvement evaluations to seek discrepancies between target versus actual progress and to develop modifications, as needed.

Additionally, the comprehensive evaluation plan will incorporate process measures, outcome measures and performance indicators/outcomes for each objective. The external evaluator and project staff will collect qualitative and quantitative data to monitor progress and assess impact of services on students and teachers. In addition to measuring progress toward required performance measures, EAPrep and the external evaluator will assess performance measures and benchmarks through various sources such as: baseline data (PEIMS & TAPR), STAAR-EOC test scores, program participation data, observation rubrics, project document reviews, participant surveys, and analysis of teacher, parent, student, and partner surveys and interview data. Content analysis techniques will be used to identify important details and patterns in the data. Patterns emerging from the analysis will be summarized to characterize program implementation processes and participant outcomes. Using this feedback approach, a more informed understanding of the proposed program and how it impacts students, parents, and educators can be provided. The data will be collected on a monthly, quarterly, and annual basis, depending on the data type and source. Evaluation findings, challenges, and lessons learned will be presented by the evaluators and discussed with the DCSI, T³, and school Principal and Assistant Principal at quarterly meetings. The DCSI, External Evaluator, and Principals will solicit regular face-to-face and online feedback from participating teachers, students, and parents for continuous improvement. These data will be used as a continuous improvement protocol to assess program delivery, progress and design modifications, as appropriate. Program progress and evaluation reports will be submitted to EAPrep administrators, project staff, Board of Trustees, TEA, and T³, on a quarterly and annual basis. **References:** Bathgate, K., Colvin, R. and E. Silva. "Striving for Student Success: A Model of Shared Accountability." *Education Sector Reports*, 2011; Berwick, D. "The science of improvement." *Journal of the American Medical Association*, 299(10), 2008; Deming, W.E. *Out of the Crisis*. Cambridge: MIT Press, 2000; and ; Bryk, A.S., Gomez, L. and A. Grunow. "Getting ideas into action: Building networked improvement communities in education." Carnegie Foundation for the Advancement of Teaching. Stanford, CA, 2010.

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Schedule #14—Management Plan (cont.)

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Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing/Existing Projects and Coordination of Efforts to Maximize Effectiveness: EAPrep is committed to ensuring the ongoing success of our students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, the District will make concerted efforts to sustain this highly critical project over time. To maximize the effectiveness of TTIPS funds, EAPrep will coordinate efforts by leveraging resources already provided through other grant funded initiatives. The District currently receives: federal grant funding from the US Department of Education (USDOE) to sustain several academic initiatives supported through their Full Service Community Schools Program and Innovative Approaches to Literacy Program; state funding from the Texas Education Agency (TEA) to support a Texas 21st Century Community Learning Center; and local corporate and foundation funding to support an annual STEAM (Science, Technology, Engineering, Arts, and Mathematics) Summer Institute. Each of these initiatives is designed to improve student achievement in high need schools with high need student populations, particularly minority, low-income, low-performing, and underserved students. Further, each of these academic initiatives provides a multitude of educational services, activities, and resources which can be effectively utilized and leveraged to support and maximize the effectiveness of **Project INFUSE** activities.

Similar in scope and aligned with services provided through **Project INFUSE**, EAPrep receives funding from the USDOE Full Service Community Schools Program to support the **East Austin Children's Promise** initiative. The goal of this initiative is to improve academic achievement, attendance, behavior, engagement, and other developmental skills of students and adults through an integrated array of researched-based proven programs. Services provided through the **East Austin Children's Promise** and aligned with **Project INFUSE** include the following: 1) Remedial education aligned with academic supports; 2) Engaging youth enrichment and cultural activities; 3) Family engagement and literacy; 4) Mentoring and other youth development programs; and 5) Student community service and service learning opportunities. To further support literacy efforts at EAPrep, the district receives additional funding from the USDOE Innovative Approaches to Literacy Program to support **Project START** (Students and Teachers in Austin Reading Together). Similarly aligned with **Project INFUSE**, the goals of **Project START** are to: 1) Create an educational culture that enhances learning and academic performance of all students so they excel academically; and 2) Improve reading skills and academic achievement of all children. Through **Project START**, EAPrep students and educators have access to: 1) Up-to-date, high-quality educational digital, hard copy, print and media materials; 2) State-of-the art Web 2.0 technology and equipment to support literacy; 3) Job-embedded professional development for educators and administrators; and 4) Educational materials during non-traditional hours to provide more opportunities for learning. Through these efforts, students acquire the linguistic, literacy, social, and technological skills needed for success.

EAPrep also receives funding from TEA to support a Texas 21st Century Community Learning Center at its elementary campus. Supported by TEA funding, EAPrep operates **Project CLASS** (Children Learning through After School Success). **Project CLASS** offers out-of-school programming specifically designed to improve student academic achievement and support overall student development through engaging after school academic support, enrichment activities, weekend and summer programming, and the STEAM Summer Institute. **Project CLASS** provides opportunities for academic enrichment, including one-on-one and group tutorial services, to help children meet state and local student academic achievement standards in core academic subjects. Similarly, to support continued numeric and literacy efforts throughout the summer and minimize 'summer learning loss', EAPrep hosts a **STEAM Summer Institute** which offers a 7 week, full day summer learning experience for students in grades K-12. Funded by local foundations and corporations (State Farm, KDK Harmann Foundation, Advanced Micro Devices, etc.), STEAM Institute activities include weekly educational themes such as astronomy, biology, computer science, geology, engineering, robotics, digital storytelling, living systems, ecosystems, chemistry, and natural science classes. STEAM enrichment programming is uniquely designed to enhance students' academic performance in STEAM-related subjects as well as to support them in developing valuable 21st century knowledge and skills. The aforementioned academic initiatives will work in collaboration with **Project INFUSE** to maximize its resources and have a more powerful, effective, and sustainable impact on the overall academic performance of EAPrep students. As a result of these initiatives, **Project INFUSE** will have access a multitude of services and resources made available through partner organizations. For example, partnerships established through the aforementioned academic initiatives include, but are not limited to:

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

University of Texas at Austin (UT), Huston-Tillotson University, Southwest Key Programs, East Austin Community Family Center/El Centro del Familia, Educational Insight, PBS-KLRU TV, United Way of Greater Austin (Success By Six), Hispanic Physicians Association, Advanced Micro Devices, Boys and Girls Club, League of United Latin American Citizens, Girls Scouts of Central Texas, and State Farm Insurance. To maximize the effectiveness of grant funds and sustain the program over time, **Project INFUSE** will leverage these partnerships as well the multitude of resources they bring. Further, enhanced professional development activities and opportunities afforded to educators through each of the aforementioned initiatives will also be strategically coordinated and leveraged to ensure optimal effectiveness. Finally, **Project INFUSE** efforts will be coordinated at the District level and will include leveraging related resources and services (including district/campus administrator time, accounting and human resources department services, professional guidance in program planning/service delivery, etc.) at no cost to the program.

Ensuring Participant Commitment: EAPrep has already established a strong organizational base for this effort and has initiated a strategy for developing comprehensive organizational processes to support **Project INFUSE** operations. Procedures, systems, and schedules have already been designed and are ready to be put into place and administrators, educators, and staff know their prospective roles. More importantly, through the development of these strategies, planning meeting, survey results and our ongoing efforts to increase student achievement, a clear majority (90%) of EAPrep leadership and staff strongly support **Project INFUSE**. Participant commitment will further be solidified by providing teachers with access to a multitude of professional development opportunities (**Project INFUSE**, USDOE, TEA, etc.) and innovative practices that will enhance their teaching skills, improve teacher effectiveness, and support teachers in sustaining growth in their field. These professional development opportunities will strengthen teacher and educator commitment, reinforce learning processes, and ensure that all educators are fully prepared to deliver rigorous and targeted academic instruction even after grant funding ends. Performance based compensation and incentives for effective teachers, educators and administrators will further enhance morale and ensure commitment to the project's success. Finally, project support and participant commitment will be solidified through the inclusion of the perspectives and input of key stakeholders such as the Parent-Teacher Association, Campus Leadership Team, Total Transformation Team (T³) etc., as well as by recognizing and celebrating accomplishments on the school website, through e-Newsletters, at School Board meetings, and at teacher and student appreciation events held regularly throughout the school year.

Providing Continued Funding and Support to Sustain the Reform after the Grant Period Ends: EAPrep understands the importance of sustaining effective and much needed programs and is highly committed to sustaining **Project INFUSE** efforts and activities after TTIPS funding ends. EAPrep's preliminary plan for sustaining **Project INFUSE** programming relies upon securing additional external funding, leveraging current grant funds and resources, and acquiring financial and in-kind support from key community partners as illustrated above. EAPrep will continue to employ a service delivery model that leverages various state, federal, and local funding sources (i.e. USDOE Full Service Community Schools Program, Innovative Approaches to Literacy Program, and TEA Texas 21st Century Community Learning Centers) and program services to maximize the effectiveness of grant funds. EAPrep's plan for sustainability includes the following strategies: 1) EAPrep's development team will immediately begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain programming; 2) EAPrep staff will work with its collaborating partners to create a fundraising campaign to attract potential funders; 3) EAPrep will host philanthropic engagement events, such as a campus open house, to showcase project successes and solicit future funding from individual, corporate, and foundation donors; 4) Southwest Key Programs (SKP), EAPrep's parent organization and a key partner in this initiative, will include EAPrep and **Project INFUSE** as an eligible 'funding area' in the SKP employee giving campaign (in 2013 SKP raised over \$300,000 to support EAPrep activities through this campaign); 5) EAPrep will look to external partners and businesses to appear as a 'non-profit option' for their employee giving campaigns; and 6) EAPrep will look to its partners to pull resources to support **Project INFUSE** activities. In addition to securing external funding our goal is to secure both in-kind and financial commitments from partners, which will be provided at no-cost to the District, to sustain **Project INFUSE** activities after the grant expires.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improve student performance and achievement in English Language Arts and Mathematics.	1.	The number of students scoring proficient and/or meeting STAAR-EOC standards in English Language Arts will increase annually.
		2.	The number of students scoring proficient and/or meeting STAAR-EOC standards in Mathematics will increase annually.
		3.	The number of students increasing grades (report cards) in English Language Arts and Mathematics will increase annually. The number of students promoted to the next grade level each year will increase annually.
2.	Improve teacher and leader effectiveness and satisfaction by formalizing a comprehensive coaching and mentoring component.	1.	The number of teacher engaged in the implementation of a formalized comprehensive coaching and mentoring program will increase annually.
		2.	The number of instructional content teachers serving as Coaches and/or Mentors will increase annually. The number of teachers mentored or coached will increase annually.
		3.	The number of participating administrators, teachers, and educators reporting satisfaction with technical guidance and coaching/mentoring activities will increase annually.
3.	Improve teacher and leader effectiveness by providing teachers with ongoing professional development training opportunities to enhance pedagogical instructional strategies.	1.	The number of administrators, teachers, and educators participating in professional development will increase annually. The number and topics of professional development opportunities attended by administrators, teachers, and educators will increase annually.
		2.	The number of teachers, administrators, non-classroom and educators and staff who receive performance-based bonuses per year and/or augmentation pay for or increased student academic performance or added responsibilities will increase annually.
		3.	The number of administrators, teachers, and educators demonstrating and reporting enhanced skills in pedagogy and instructional strategies via the classroom observation rubric and/or self-assessment surveys will increase annually.
4.	Use quality data to drive instruction, increase leadership effectiveness, and increase teacher quality.	1.	The number of teachers, administrators and educators utilizing data to identify and implement a research-based and vertically aligned instructional program from one grade to the next as well as aligned with State academic standards will increase annually.
		2.	The utilization of student-level achievement data (grades, STAAR-EOC scores, etc.), classroom observations, and other evaluation tools to assess teacher and leader performance and effectiveness will increase annually.
		3.	The number of teachers, administrators and educators utilizing student data from formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students will increase annually.
5.	Campus will meet annual measurable performance objectives and exit priority status.	1.	The utilization of student-level achievement data (grades, STAAR-EOC scores, etc.) and assessments (formative, interim, and summative) to assess teacher, administrator and educator intervention effectiveness will increase annually.
		2.	The utilization of student behavior risk data (attendance rates, disciplinary referrals, etc.) to assess teacher, administrator and educator intervention effectiveness will increase annually.
		3.	The number of implemented initiatives and reform strategies aligned with the school's comprehensive instructional program and designed to facilitate effective teaching and learning will increase annually.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Data Collection: As part of our continuous quality improvement efforts, EAPrep will utilize the results of formative evaluations to continuously improve grant program strategies and, as a result, substantially raise the achievement of our students to enable the school to meet the annual measurable performance objectives and exit priority status. EAPrep will conduct a formative evaluation of **Project INFUSE** activities in coordination with an evaluation team consisting of an external evaluator, District Coordinator of School Improvement (DCSI), District administrators, educators, parents, Campus Leadership Team (CLT), board members, and T³ members, etc. to determine if proposed activities are being implemented as planned and if they are contributing to the overall success and transformation of the school. Data related to critical success factors at both the program and student (academic data) levels will be regularly monitored and assessed throughout the grant period. Success factors critical to achieving the goals and outcomes of **Project INFUSE** include: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increased Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Quality. Baseline data for **Project INFUSE** participants have and will be collected during the first quarter after grant announcement. Additionally, ongoing program and student level post data will be collected daily, weekly, monthly, bi-monthly, quarterly, semi-annually, and annually depending on the type and source of data. Data collection tools and methodologies will include, but are not limited to: staff, teacher, administrator, student, and parent surveys and interviews; teacher content knowledge, student academic achievement behavior progress, classroom observations; teacher/administrator evaluations, etc. The evaluation team will collect the following program-level data: number and type of program activities offered; number of participants served; number of professional development opportunities attended; family engagement; etc. Data for rigorous TTIPS performance targets (Annual Performance Goals) that indicate significant progress in turning around the school, and determined upon selection and negotiation of the grant award with TEA guidance, will also be collected. The **Project INFUSE** evaluation team will also assess the effectiveness of project activities on student achievement results by collecting and analyzing student-level academic data including, but not limited to: student grades (report cards); annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; attendance records; and disciplinary referrals. The evaluation team will also review course curricula, lesson plans, assignments, and/or other products to identify lessons learned and optimize benefits for EAPrep students. Additionally, surveys will be administered quarterly throughout the grant period to key stakeholders (administrators, teachers, staff, students, and parents) to assess critical success factors, progress towards Annual Performance Measures, and the effectiveness of implemented interventions/resources on student academic achievement. EAPrep administrators, educators, and non-classroom staff are eligible to receive performance-based bonuses annually and/or augmentation pay for increased student academic performance or added responsibilities. The following weightage will be used to determine differentiated compensation performance bonuses for teachers who teach Value-Added Classes and STAAR tested subjects: (e.g., Teacher Classroom Performance (50%); Student Classroom value-added scores (30%); and School-wide value-added scores (20% and Non-Classroom Classroom Performance (50%); and School-wide value-added scores (50%). To measure ongoing progress towards performance indicators, the external evaluator will evaluate data monthly, quarterly, annually and provide progress reports while complying with any evaluation requirements established by TEA. A comprehensive summary of year-end progress of qualitative/quantitative data on performance indicators and Annual Performance Goals will be conducted and submitted to TEA, as required. **Identifying/Correcting Problems:** The ongoing collection of data will allow for frequent review and analysis to determine the effectiveness and efficiency of program implementation and progress in meeting critical success factors, performance goals and objectives, as proposed. As part of EAPrep's Performance Quality Improvement efforts, the external evaluator, DCSI, key District and campus staff (Superintendents, Principal, Assistant Principal, Educators), the Campus Leadership Team, and T³ members will meet quarterly to assess and review program student level academic data. Progress, challenges, and lessons learned will be discussed to provide information for continuous program improvement. If program deficiencies are identified or progress towards performance measures are not being met, a project improvement action plan will be immediately developed and implemented using feedback and recommendations from the evaluators to correct deficiencies in a timely manner. Training will be provided to teach EAPrep educators how to correctly collect, analyze, and use performance data to improve overall instruction.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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County-district number or vendor ID: 26-1609474

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Teachers will be trained on effective data driven instructional practices during PLCs.	08/14	12/14
			B. Teachers will disaggregate data, document and record outcomes of student performance and create timely academic growth plans for individual struggling students.	08/14	Weekly
			C. Teachers will monitor records of quality staff developments' impact during CPT and ensure communication training and mentorship in instructional objectives to reach student mastery.	09/14	Quarterly
			D. Teachers will be provided resources, materials, supplies and support to align to quality instruction and assessment.	08/14	12/14
			E. Campus instructional leaders and teachers will set a structure for training on: data analysis, design of instructional STAAR level rigor, relevant lessons, differentiated instruction plans with flexibility and personalized learning time.	08/14	10/14
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Teachers will attend structured PLCs around effective use of data.	08/14	Weekly
			B. Instructional leaders and teachers will create an assessment calendar to drive incremental, interim and cumulative checks on monitoring for student progress.	09/14	10/14
			C. Campus leadership team will model a culture of collaboration by demonstrating the effective use of protocols to examine student work within structured CPT.	08/14	Monthly
			D. Instructional content coaches will provide support around effective instructional interventions for struggling learners from student data analysis.	09/14	Weekly
			E. Teachers will adopt a system for supporting students to self-monitor their academic progress.	8/14	Weekly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Teachers will be trained on data analysis in CPT and provided ongoing and timely support in individual student and group analysis.	08/14	12/14
			B. Teachers will be provided continuous job embedded training and support in evaluating student performance, content rigor/relevance, and design/delivery of differentiated instruction.	08/14	Monthly
			C. Teachers and leaders will participate in data driven analysis, planned design and delivery of learning supported in PLCs with vertically aligned communication during CPT to ensure academic growth of every student.	08/14	Bi-weekly
			D. Substitute Teachers will be compensated to allow teachers to attend training during school day. Use of extended duty to pay for data analysis, alignment and planning during summer program and for Saturday School or Saturday training.	08/14	Quarterly
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Teachers will plan and design individual students' data analysis leading to aligned instruction, and implement personalized instruction on time for guaranteed student mastery.	09/14	Weekly
			B. Coaches and instructional leaders will provide professional development, job-embedded training and mentorship in testing analysis, content rigor and relevance.	08/14	Quarterly
			C. Teachers will be involved in student data analysis and individual plans, focused instructional delivery/design, and embed on-going support to reach all academic targets.	10/14	Weekly
			D. Instructional leaders will provide research based resources necessary for extended training, planning and communication of aligned goals, objectives, strategies and initiatives.	10/14	Quarterly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	Provide name and date of hire for principal or date of anticipated replacement: <u>Kevin Garcia</u>	10/13 (Hired)	N/A
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Central office will provide the new leader balanced support and high expectations monitoring for student growth and continuous improved outcomes.	8/14	9/14
			B. Leadership will establish individual, grade level, student group performance targets and student growth targets.	10/14	Monthly
			C. District and Campus leadership will create internal systems to develop leadership as well as identify, attract, retain and empower highly effective leaders.	08/14	Quarterly
			D. District and Campus leaders will create a comprehensive coaching and mentoring component to ensure the campus principal is linked to an experienced and successful leader to guide and support them throughout their career in the district.	08/14	Bi-weekly
			E. Campus leadership will arrange and provide professional development, job-embedded training and mentorship in the use of data to plan targeted instruction for specific student groups.	08/14	Quarterly
			F. District and campus leaders will exercise operational flexibility to maximize scheduling and extended instructional time for the targeted student groups.	08/14	Monthly
			G. Campus administrators will support and monitor training quality and staff mentorship in student data analysis, instructional planning targets and student assessment mastery.	08/14	Quarterly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. District and <i>campus administrators</i> will implement effective recruitment, hiring and induction practices for highly effective teachers.	08/14	01/15
			B. District and <i>campus administrators</i> will implement effective, mentoring, coaching, retention and evaluation practices of teachers.	10/14	Monthly
			C. District and campus administrators will implement effective professional development aligned to comprehensive needs assessment.	08/14	Bi-weekly
			D. District and campus administrators will implement a career pathway for advancement, recognition and compensation.	06/2015	Quarterly
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. District administrators will allow campus principal hiring autonomy and engagement in human resources marketing and recruitment practices.	08/14	Annually
			B. District and campus administrators will implement proven effective strategies to successfully attract and hire highly-qualified and highly-effective teachers, principals, and staff.	08/14	Quarterly
			C. District and <i>campus administrators</i> will implement incentives and reward (hiring bonuses, incentives, etc.). Performance based incentives and salary augmentation to support teachers' career advancement.	12/14	Bi-annually
			D. District and <i>campus administrators</i> will provide support to new teachers in becoming highly-effective through an enhanced comprehensive induction process.	08/14	Quarterly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Campus administrators will design flexible scheduling to provide extended day and year for extended learning opportunities for students with greatest achievement gaps.	08/14	Ongoing
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. District and campus administrators will design and implement aligned curriculum to resources to instructional calendar in maximizing learning opportunities and mastery of STAAR content.	08/14	Ongoing
			C. District and campus administrators will research and secure quality STAAR resources and align use to the instructional and assessment calendar.	08/14	Ongoing
			D. District and campus administrators will provide staff (PLC) and (CPT).	08/14	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Campus leaders and coaches will support and train on effective service learning projects to positively impact the community.	02/14	07/17
			B. Campus administrators will design flexible scheduling to provide extended day and year for extended learning opportunities for students to engage in enriched learning experiences.	08/14	Monthly
			C. All staff will encourage and expect all students to participate in school and community organizations.	02/15	Bi-weekly
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. All teachers will be trained in effective use of Common Planning Time (CPT).	08/14	Quarterly
			B. All teachers will engage in effective (CPT).	10/14	Weekly
			C. Campus and District leaders will engage in Common Planning Time (CPT).	09/14	Quarterly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	Bi-weekly
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Teachers will plan and implement monthly communication with families of students with gaps and lowest achievement.	08/14	Quarterly
			B. Teachers will plan and implement diverse opportunities to integrate parents in schools' and students' mastery of STAAR goals.	08/14	Weekly
			C. Campus leaders and coaches will provide research based materials, supplies and resources to guarantee parent training/support in school and student goals.	08/14	Quarterly
			D. Campus leaders and hired specialists will monitor students, parent support and participation of partners in learning goals.	08/14	Weekly
			E. Campus leaders will plan and implement monthly parent contact and opportunities for direct communication with families of students with greatest gaps.	08/14	Quarterly
		2. Provide ongoing mechanisms for community engagement	A. Parent specialist will plan and implement monthly community contacts, opportunities for direct communication with families of students with greatest gaps.	08/14	Monthly
			B. Extracurricular sports and club sponsors will plan and implement opportunities and activities to integrate community in direct involvement in the schools and student mastery of STAAR.	08/14	Bi-weekly
			C. Campus leaders, counselors, teachers and coaches will provide research based resources to guarantee parent training.	08/14	Quarterly
			D. Campus leaders, counselors, teachers and coaches will monitor all community persons and agency training, support and partners' participation in learning goals.	08/14	Weekly
			E. Campus leaders, counselors, teachers will increase effective communication with community.	08/14	Quarterly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Teacher capacity will be built via training in research based and highly motivational problem and projected based instruction to improve academic scores, attendance, and eliminate discipline issues.	01/15	07/15
			B. Coaches will implement job-embedded training on instructional strategies and observe impact on individual student achievement in reading and mathematics objectives and student mastery.	8/14	Ongoing
			C. Instructional leaders and coaches will increase opportunities in extra or co-curricular activities for all.	2/15	08/16
			D. District and campus leaders will provide collaborative structures for educators to meet in PLCs during common planning time (CPT).	8/14	Ongoing
			E. District and campus leaders will provide research based materials and supplies to ensure guaranteed opportunity for student higher test achievement mastery.	10/14	1/16

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. District and campus leaders will hire an English Language Learner and Special Education Specialist to train and mentor staff in serving students with greatest testing gaps.	08/14	09/14
			B. Campus leaders and coaches will train the entire academic core staff in appraisal systems, data analysis and targeting instruction from assessment.	09/14	12/14
			C. Coaches will support alignment of the assessment to curriculum and instructional delivery to differentiated learning and future analysis and planning documents and calendars.	08/14	08/15
			D. District and campus leaders will provide STAAR rigor level instructional materials and supplies.	08/14	Monthly
			E. Coaches will provide training in proper use of resources and increased academic performance.	08/14	Bi-weekly
			F. Campus leadership systematically promotes and monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	08/14	Quarterly
			G. District and campus leaders fostering development of instructional and leadership capacity of all educators in the school organization to assume a variety of formal and informal leadership roles in the school.	08/14	Weekly
			H. Campus leaders will establish a culture of collaboration with student learning and achievement at the center as evidenced by systems common planning time (CPT).	08/14	Ongoing

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Campus leaders consistently using educators' displayed levels of effectiveness as the primary factor in recruiting and hiring.	08/14	08/15
			B. Campus leaders aligning personnel decisions with the vision and mission of the school.	08/14	Annually
			C. Campus leaders monitoring the effectiveness of the school/district based systems and approaches in place used to recruit and hire staff.	08/14	Quarterly
			D. District and campus leaders will create the time and/or resources necessary to ensure the accurate evaluation of every educator.	08/14	Ongoing
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. District and campus leaders will follow processes and procedures to accomplish the goals, objectives, and milestones outlined in the school plan.	08/14	Ongoing
			B. Campus leaders will use evaluations to credibly recognize the performance of teachers as evidenced by an alignment between teacher evaluation results and performance.	08/14	Quarterly
			C. Campus leaders will provide learning opportunities (PLCs/CPT) to educators aligned to professional needs based on student academic performance data and teacher evaluation.	08/14	Ongoing
			D. Coaches will provide varied learning opportunities such as instructional coaching, workshops, (CPT) team meetings, etc.	08/14	Bi-weekly
			E. Campus leaders and coaches will frequently analyzing student performance data with teachers to drive instructional effectiveness.	08/14	Bi-weekly
			F. Coaches will provide prompt and actionable feedback to teachers aimed at improving student outcomes based on observations/student data.	08/14	Weekly

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Campus leaders and coaches will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	08/14	08/15
			B. Campus Leaders will support teachers to implement a school-wide "response-to-intervention" (RtI) model.	08/14	Quarterly
			C. Special Populations new hires will provide additional supports and professional development to teachers and principals in order to implement effective (RtI) strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.	08/14	Weekly
			D. Coaches will support teachers in using and integrating technology-based supports and interventions as part of the instructional program.	12/15	Bi-weekly

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement fully and effectively the required activities of the school intervention model is demonstrated through their prior foundational plan established through the school improvement process. Outlined are the systems and processes currently in place: The current principal has been in place since October 2013. The campus principal has undergone a rigorous evaluation and it has been determined that he will be retained and provided extensive professional development and leadership coaching. Of the current 15 teachers, 12 will be retained on the basis of student growth as indicated by the preliminary 2013 Index 2 Student Progress results of the state assessment. As a result, these teachers are being retained in an effort to sustain successful intervention and classroom transformation efforts. In the 2013 school year, the teacher turnover rate was approximately 40%. Thus, new, qualified, effective and enthusiastic teachers, educators and staff are in place to support the implementation and success of the transformation model.

To further exemplify district capacity, EAPrep is a recipient of multiple federal and state funds (e.g., USDOE Full Service Community Schools grant, The Innovative Literacy grant and TEA's 21st CCLC illustrated on page 28). Thus, EAPrep has effective administrative, programmatic, fiscal, management, and evaluation control systems in place that meet the highest standards of accountability. EAPrep will use this management experience, leadership, and knowledge in the management of **Project INFUSE** and will incorporate all essential control functions to ensure effective implementation. EAPrep administrative systems will use the latest organizational managing software (e.g., GrantsMaximizer), communication systems, fiscal accountability (supplement not supplant), effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control will utilize current technology for monitoring progress, sharing of resources, and assessing accountability, management of information, evaluation, reporting and oversight. Additionally, EAPrep has provided the following resources: (1) Comprehensive curriculum; (2) Extended instructional time for focused math and reading instruction; (3) Administered regular benchmark tests and conducted an analysis of data for all sub groups; (4) Provided before-during-after school tutorial services; (5) Incorporated enriched learning activities for focused math and reading instruction; (6) Instituted a step by step teaching approach to foster mastery of the subject matter (math and reading) instruction during extended instructional time; (7) Provided professional development aimed at math and reading instruction including strategies involving higher order questioning, small group instruction, use of manipulatives for increased concept development, and curriculum alignment; (8) Scheduled regular student-teacher conferences for goal-setting, test scores analysis, personal expectations; and (9) Conducted data discussions with staff. To further demonstrate capacity to provide adequate resources and related support to ensure professional collaboration is mutually beneficial the following research and proven practice serve as foundational guidelines for the EAPrep campus: **1).** Establish clear expectations for the work products developed during collaborative planning time (Kassissieh & Barton, 2009); **2).** Prepare agenda for collaborative planning time so that time used efficiently (Kassissieh & Barton, 2009); **3).** Organize the instructional schedule to include sustained time for team collaboration (McLaughlin & Talbert, 1993; Kassissieh & Barton, 2009); **4).** Utilize other teachers, the principal, aides, or parent volunteers to free teachers to participate in collaborative meetings (Prager, 2002); **5).** Create weekly schedules for planning time that specifies the purpose (Prager, 2002); **6).** Offer relevant professional development for grade level, subject or interdisciplinary teams ((Herman, Dawson, Dee, & Darwin, 2008); and **7).** Include teacher leaders in leading and organizing collaborative planning time (Little 1982).

District capacity to provide support for parent involvement has increased and parents are participating in school functions due to this collaboration. This initiative has created an increased representation from the administration, faculty, staff, parents, and community partners. EAPrep teachers and administrators share a deep empathy for at-risk youth and a commitment to improving students' educational and career opportunities. To address issues concerning student achievement, EAPrep uses a participatory model that engages all stakeholders with a decision making team that consists of administrators, teachers, parents, district personnel, and community representatives. Currently, the Superintendent, Administrator, Principal and Lead Teacher collaboratively make decisions regarding the appropriation of resources to support school improvement. To facilitate additional supplemental funding for school improvement, a District Coordinator for School Improvement (DCSI) will be added as Project Manager to the staff to provide oversight of the transformation process and all of its elements which includes, curriculum alignment, project based instruction, extended instruction time, flexible staffing, rigorous professional development, and teacher incentive value-added evaluation system. The DCSI will provide a direct line of communication to the Superintendent.

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA has developed the following pre-implementation timeline of activities during the Spring and /or Summer of 2014 delineating the steps that will be taken to implement the selected transformation model. Furthermore, **Project INFUSE's** work plan and integrated timeline of activities below represents a thorough and thoughtful strategy for implementing the necessary steps to meet our goals, objectives, milestones and outcomes delineated in our proposed educator excellence innovation plan on-time and within budget.

May-July 2013

- ☐ Initial Needs Assessment/Planning next steps
- ☐ Data Analysis
- ☐ Replaced or retain critical staff
- ☐ Recruit and onboard staff (Job Fairs, HR Practices)

August 2013 - January 2014

- ☐ Formal Comprehensive Needs Assessment via surveys, PSPs and prior Campus Snapshot
- ☐ Identify community partners
- ☐ Evaluation of principal
- ☐ Evaluation of teachers, non-classroom teachers (non-content, educators, etc.)
- ☐ Plan, recruit and contract external providers: Judy Knight Consulting, Forde-Ferrier instructional model A & J Enterprise, LLP

February - March 2014

- ☐ Establish LEA designated personnel to foster Transformation Project
- ☐ Review previous TTIPS Cycle 2 Grants

March - April 2014

- ☐ Decision-making committee uses systemic process to choose school intervention model
- ☐ Decision-making committee meets to develop school transformation plan
- ☐ Staff attends training on TTIPS grant
- ☐ Staff review TTIPS grant PowerPoint presentation

April - May 2014

- ☐ Complete TTIPS Grants, Cycle 3
- ☐ LEA informs community of grant application school transformation plan
- ☐ LEA communicates leadership effectiveness expectations to current staff:
 - o focus on student growth
 - o commitment to change instructional practices
 - o career and financial incentives for improving student achievement
 - o the rigorous staff evaluation process and its implications
 - o promoting effective staff members to leadership positions
- ☐ LEA communicates leadership effectiveness expectations to all new hires
- ☐ TTIPS education team interviews instructional and administrative candidates
- ☐ TTIPS education team informs chosen new hires of leadership expectations
- ☐ Create/modify/update the professional development plan (school-wide)
- ☐ Based on the campus needs assessment, the LEA begins providing job-embedded professional development to current and new employees
 - o Using student data management software system to make effective instructional decisions
 - o Using technology to support effective instructional interventions
 - o Differentiated instruction training
 - o Credit Recovery Program

To further illustrate the district's commitment to school improvement, EAPrep has also developed a comprehensive implementation planning timeline of activities for August 1, 2014, and beyond in order for Transformation to occur. Consequently, immediate steps will be taken to implement the **Project INFUSE** transformation model immediately in the Fall of 2014.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information on tape	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 26-1609474

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID:26-1609474

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	NOT APPLICABLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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